

St Michael and St John's RC Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

St Michael and St John's RC Primary School Overview

Detail	Data
School name	St Michael and St John's RC Primary School, Clitheroe
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2025-26 2026-27 2027-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	St Michael and St John's RC Primary Governing Body
Pupil premium lead	Zoe Mabbott
Governor lead	Sam Stell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37875
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£37,875

Part A: Pupil premium strategy plan

Statement of intent

At St Michael and St John's Primary School our vision is that all pupils should be provided with the opportunity to achieve their full potential academically, personally and socially. Research evidence shows (e.g. from EEF, Ofsted, DfE Reports) - that quality of teaching and learning is the most important factor in the achievement of all pupils.

Professional excellence and a carefully planned curriculum are central to our School Improvement Plan. They will have the biggest positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils in our school community. The focus on developing Professional Excellence and a Personalised Curriculum ensures all staff members are of the highest quality and are supported in developing the skillsets needed to enable our children to make rapid progress and secure levels of high attainment, at the end of each Key Stage and across all year groups. The drive for Continuous Professional Development ensures children access a high quality education, that motivation is high and staff development and retention is good.

Our overarching objective is to close the attainment gap between disadvantaged pupils and other pupils in the school. This will be achieved by ensuring all pupils receive high quality teaching and are provided with the most effective targeted support to achieve highly in all subjects and attend school on a daily basis.

Our pupil premium strategy works towards these objectives by effectively spending the funding in the following 3 areas:

- First quality teaching for all pupils
- Effective targeted support
- Wider strategies

In order to effectively create and implement the Pupil Premium strategy St Michael and St John's have made reference to the EEF Literacy, Numeracy, Metacognition and Pupil Premium research reports. Funding will be used to continue to enhance the skills of teaching staff and Teaching Assistants utilising available resources.

As a school we firmly believe that high quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students. With this in mind, our Pupil Premium strategy will strongly be rooted in professional development for all staff.

Over the duration of the 3 year Pupil Premium Strategy, as a school we intend to involve all staff in EEF research projects including the EEF 5 a day approach and 'Making the most difference for disadvantaged learners', to ensure we are implementing the latest educational research. This will ensure as a school we are able to offer the most engaging and impactful learning environments and opportunities. We refer to the EEF report 'The EEF Guide to the Pupil Premium.' and the EEF 'A School's Guide to Implementation' reports.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged pupils do not achieve as highly as non-disadvantaged pupils in reading and writing by the end of KS2.
2	Speech, language and communication skills are less well developed by disadvantaged pupils when starting school in our Reception class.
3	Some disadvantaged pupils do not attend school regularly and are categorised as persistent absentees.
4	There are barriers to learning for some disadvantaged pupils due to home and family circumstances. A challenge we face is ensuring that all families engage with early help offers with a multi-agency approach.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. Ensure the best outcomes for all PP pupil through targeted support.</p> <p>Disadvantaged pupils achieve as well as other pupils in reading, writing and maths by the end of KS2.</p>	<p>The attainment gap will have narrowed in reading and writing between disadvantaged pupils and other pupils at the end of KS1 and KS2.</p> <p>Disadvantaged pupils will achieve in line with national expectations for reading, writing and maths by the end of KS2.</p>
<p>2. Improve oral language skills for pupils across school and ensure speech, language and communication skills are well developed for disadvantaged pupils and all children in our Reception class.</p>	<p>Disadvantaged children's speech, language and communication skills have improved leading to better outcomes in all areas of the curriculum.</p>

<p>3. Improve the outcomes for our SEND children, ensuring they make good progress from their starting points.</p>	<p>SEND audit identifies strengths and areas for development. Staff are trained and this is disseminated. Classrooms support all learners including those with SEND. Children receive daily-targeted intervention in small groups. TLR3 for Inclusion – Lead monitors provision and outcomes. Children make good progress from their starting points, monitored through half termly pupil progress meetings and POP meetings.</p>
	<p>Specialist teacher input where required has further supported appropriate teaching strategies and progress.</p>
<p>4. Attendance for all pupil groups will be at least in line with national attendance rates; including the number of pupils who are categorised as persistent absentees.</p>	<p>Attendance rates for all pupil groups will be at 96%. Persistent absences will be below 8% for all pupil groups.</p>
<p>5. Disadvantaged pupils will be socially and emotionally healthy and will thrive in school. Cultural capital is increased ensuring children experience and access a wide range of learning experiences to make learning meaningful.</p>	<p>Identified pupils will demonstrate good social and emotional regulation in school. Behavioural issues and concerns will decrease and will not occur on a regular basis. Identified pupils will achieve their full potential academically, personally and socially. Identified pupils will attend school on daily basis Identified families engage with early help; this will be via a multi-agency approach. Children will have experience a range of experiences, visits, working with creative practitioners bringing learning to life. Children have access to a range of extracurricular provision to broaden their experiences. School funds visits for PP children of required taking away financial burdens for families.</p>
<p>6. Disadvantaged pupils will thrive in school due to identified families engaging with early help; this will be via a multi-agency approach.</p>	<p>Identified pupils will achieve their full potential academically, personally and socially. Identified pupils will attend school on daily basis.</p>

Activity in this academic year 2025-26

This details how we intend to spend our pupil premium (and recovery premium funding) for the academic year 2025-26 to address the challenges listed above.

Teaching:

Budgeted cost: £19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All class teams aware of the PP children</p> <p>Allocated class TA support, offering boosters and interventions, for all year groups, supporting quality first teaching across the curriculum.</p>	<p>The difference is diminishing between PP/non due to timely intervention and quality first teaching, but needs to continue.</p> <p>Making Best Use of Teaching Assistants Education Endowment Foundation EEF</p> <p>Sutton Trust – quality first teaching has direct impact on pupil outcomes</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p>	<p>1, 2, 3 and 5</p>

<p>Staff development – (£3000)</p> <ul style="list-style-type: none"> • WELLCOMM for EYFS support staff. EEF ShREC approach. EEF Communication and Language. • NCETM – Mastering Number CPD (R,1 and 2) and (Y4 and Y5) • Sustaining Mastery Maths Programme • EEF research and guidance papers • Links with National Research Schools linked to the EEF 	<p>EEF Teaching Toolkit –WELLCOMM Studies of oral language interventions consistently show positive impacts on language skills and reading comprehension. On average pupils make an additional 5 months progress.</p> <p>EEF Mastery approach to learning: On average mastery approaches to learning can help pupils make an additional 5 months progress.</p> <p>EEF Metacognition and self-regulation: These strategies have high levels of impact with an average of an additional 7 months progress being made.</p> <p>EEF Improving Literacy report for KS1 and KS2</p> <p>EEF Improving Mathematics report for KS1 and KS2</p> <p>EEF Deployment of Teaching Assistants.</p> <p>The Reading and the Writing Frameworks. (DfE)</p> <p>Giving Every Child the Best Start in Life Strategy. (DfE)</p> <p>EEF Oral Language Intervention.</p>	<p>1 and 2</p>
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<p>Assessment - £3000</p> <ul style="list-style-type: none"> • Diagnostic assessment for Reading, Writing and Maths • Summative assessment termly • Daily formative assessment 	<p>EEF Mastery approach to learning: On average mastery approaches to learning can help pupils make an additional 5 months progress.</p> <p>EEF Metacognition and Self-regulation: These strategies have high levels of impact with an average of an additional 7 months progress being made.</p> <p>EEF effective feedback: Feedback studies show a high level of impact when implemented consistently and effectively. Research shows formative feedback can on average help pupils make an additional 8 months progress.</p> <p>EEF Improving Literacy report for KS1 and KS2</p> <p>EEF Improving Mathematics report for KS1 and KS2</p> <p>EEF Teacher Feedback to Improve Pupil Learning</p>	<p>1 and 2</p>
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Targeted academic support: tutoring, one-to-one support structured interventions

Budgeted cost: £14375

Activity	Evidence that supports this approach	Monitoring of actions	Challenge number(s) addressed
Regular speech and language intervention sessions. For target pupils across school, run by class TA.	Communication and language is the highest area of need on our SEND register- research supports the effectiveness of the chosen strategies.	Entry and exit data will be collected for pupils who are part of intervention groups and this will be used to discuss the next steps for pupils during termly Pupil Progress Meetings/termly POP meetings with SEND co.	1,2,3,5

<p>Additional phonics sessions for pupils in KS1 (catch up phonics) 2x phonics sessions daily in EYFS to help ensure children progress in line with National expectations</p>		<p>Phonics assessments will be conducted regularly and monitored by Phonics Lead to ensure at least good progress. Targeted readers will be monitored by phonics lead. Pitch of phase/text matched monitored by phonics lead.</p>	1,2,3,5
<p>Daily readers for (at least) the lowest 10% of children and those who don't get support/read at home.</p>	<p>Various studies.</p>	<p>Intervention logs Data Pupil progress Meetings Provision Maps</p>	1,2,3,5

<p>Subscriptions to online/web based programmes to support children at home. TTRS, Spelling Shed</p>	<p>Use of digital technologies- clear evidence to support technology at home for maths, English and phonics. Using digital Technology to improve learning EEF.</p>	<p>Monitor use of chosen technologies at home. Tasks set online to support the children's learning.</p>	1,3,5
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<p>Teaching Assistant support in lessons and external intervention programmes across school</p>	<p>EEF Toolkit and EEF Effective use of Teaching Assistants</p> <p>Research shows that teaching assistants can have a positive impact on academic achievement when used to support individual and small groups of pupils. On average this can help pupils make an additional 1 month progress.</p>	<ul style="list-style-type: none"> • Observations • Pupil Voice • Data • Pupil Progress Meetings • Provision Maps 	<p>1,2,3,5</p>
<p>Small group and 1:1 intervention programmes</p> <p>Examples include Fast Track Phonics and Fast Forward Grammar</p>	<p>EEF Effective use of Teaching Assistants:</p> <p>Research shows that teaching assistants can have a positive impact on academic achievement when used to support individual and small groups of pupils. On average this can help pupils make an additional 1 month progress.</p>	<ul style="list-style-type: none"> • Intervention • logs Data • Pupil progress Meetings □ Provision Maps 	

Wider strategies

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast and after school club accessible for identified pupils to improve attendance	<p>EEF Social and Emotional Report Guidance</p> <p>On average SEL interventions have a valuable impact on attitudes to learning and social relationships in school. On average they can help pupils make an additional 4 months progress.</p> <p>EEF Effective use of Pupil Premium funding</p>	4,5,6
<p>Special Educational Needs support</p> <p>Payments for specialist teachers, educational psychologists.</p> <p>Nurture Groups /1:1 for identified children.</p> <p>Temporary TLR 3</p>	<p>EEF Special Educational Needs in mainstream schools</p> <p>EEF Small group tuition: Overall evidence shows that small group tuition is effective when taught in small groups which are no higher than a ratio of 1:3. Effective tuition can on average help pupils make an additional 4 months of progress.</p>	1, 3, 4, 5, 6

Total budgeted cost: £37875

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

During the academic year we used a variety of external assessments to measure performance at the end the EYFS, KS1 and Key Stage 2 which have been included below:
EYFS – Good Level of Development

Pupils	Number of pupils	GLD
All pupils	9	67%
Pupil Premium	1	0%

Year 1 Phonics Screening Check 2025

Pupils	Number of pupils	Pass rate
All pupils	11	82%
Pupil Premium	2	50%
National 2025		81%

Year 2 Phonics Screening Check 2025

Pupils	Number of pupils	Pass rate
All pupils	1	100%
Pupil Premium	1	100%
National 2025		

Key Stage 2 Assessments

Pupils	Number of pupils	Reading		Writing		Maths		GPS		RWM combined
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	
All pupils	28	71%	32%	71%	7%	75%	21%	71%	7%	57%
Pupil Premium	9	EXS+ 67%		EXS+ 44%		EXS+ 78%		EXS+ 56%		EXS+ 44%
National 2025		75%	33%	72%	13%	74%	26%	73%		62%

Externally provided programmes

Programme	Provider
Century	Century Tech
White Rose Maths	White Rose Maths
Timestable Rockstars	Maths Circle Ltd
Mastering Number Programme (Reception, Year 1, Year 2, Year 4, Year 5)	National Centre for Excellence in Mathematics (NCETM)
Fast Track Phonics	Lancashire County Council
Red Rose Phonics	Lancashire County Council
Fast Forward Grammar	Lancashire County Council
Red Rose Spelling	Lancashire County Council
CPOMS	CPOMS
Spelling Shed	Edshed